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Neujahrsgedanken.

Neujahr! Wort, so inhaltschwer! Aufatmend und seufzend
Sprechen zugleich wir's, dem Wanderer gleich, der kommend vom Tale
Bergwärts steigt und der, nun müde vom Wandern, zurückblickt,
Rastend: er sieht den verschlungenen Pfad, den kühn er gewandelt,
Hört in schwindelnder Tiefe den Wildbach brausen zu Tale;
Doch auch lachende Fluren und herrliche Wälder erblickt er,
Freundliche Dörfer und glitzernde Seen erfreuen das Auge . . . .
Seufzend nun wendet den Blick er zum hochanstrebenden Gipfel,
Den graue Nebel umwallen, die zackigen Felsen verbergend;
Doch mit festem Vertrauen geht mutig die Wanderung weiter!

Josef Goss in Langendörflas.

Alles geht, alles kommt zurück;
Ewig rollt das Rad des Seins.
Alles stirbt, alles blüht wieder auf;
Ewig läuft das Rad des Seins.
Alles bricht, alles wird neu gefügt;
Ewig baut sich das gleiche Haus.
Alles scheidet, alles grüsst sich wieder;
Ewig bleibt sich treu der Ring des Seins.
In jedem Nu beginnt das Sein;
Um jedes Hier rollt sich die Kugel Dort.
Die Mitte ist überall.
Krumm ist der Pfad der Ewigkeit!

Nietzsche.

Neu-Jahr.

An unsere Lehrer.

Wir wünschen, dass Euch stets für Arbeit und Müh'n
Auch möge ein blaues Glückblümlein blüh'n,
Und was Euch zu dieser Glücksblume beschert,
Sich tausendfach so wie im „Märchen" vermehrt.
Dies wollen wir hoffen und wünschen fürwahr
Ein „Glücklich gesegnetes frohes Neu-Jahr."

Pauline Luebben.

Bücherschau.

I. Bücherbesprechungen.

Karl Schurz. Aus der Jugend des grössten Deutschamerikaners. Von *Wilhelm Müller.* Band 7 der Turnbücherei. Herausgegeben von *Georg Volk* und *Dr. Fr. Gagelmann.* Leipzig, Turn-Verlag. 30 Pf.

Die Lebensgeschichte von Karl Schurz, namentlich die Geschichte seiner Jugend- und Jünglingsjahre, bietet an und für sich nicht nur eine an das jugendliche Gemüt appellierende Lektüre, sondern sie gibt auch eine konkrete Unterlage für die achtundvierziger Bewegung in Deutschland. Wilhelm Müller, unserem ehemaligen deutschamerikanischen Kollegen, verdanken wir eine für die Jugend bestimmte Bearbeitung der Jugendgeschichte des grössten Deutschamerikaners, die als eine höchst willkommene Gabe namentlich bei uns zu begrüssen ist. Der Verfasser hat sich die Lebenserinnerungen, von Karl Schurz selbst verfasst, zum Vorwurf genommen. Die Bearbeitung ist jedoch in solcher Weise vorgenommen worden, dass nur das geboten wird, was der Jugend verständlich ist. Auch in der Form ist auf die Bestimmung des Büchleins Rücksicht genommen. Wir hoffen, dass demselben eine möglichst grosse Verbreitung zuteil werden wird. Was könnte wohl in der deutschamerikanischen Jugend wirksamer den Stolz auf ihre Herkunft erwecken, als wenn wir ihr das Leben solcher Männer wie Schurz nahe bringen. Der Preis, 30 Pfennige, macht das Büchlein allen zugänglich. Es sollte in seiner geschmackvollen Ausstattung jetzt zum Weihnachtsfeste grossen Absatz finden.

M. G.

Strobe and Whitney. Geschichte der deutschen Literatur. New York, Henry Holt & Co., 1913. IX + 273 pages. Cloth, $1.15.

The authors of this work have recognized that the text books of German literature used by students in the Ger-

man "Gymnasien" are not adapted to the needs of American students beginning the study of German literature. The compass and content of this new history may be best described by stating its chief deviations from Kluge's "Deutsche Nationalliteratur". The individual chapters are opened with "Zeittafeln" in two columns, to the left dates of literary history, to the right of political history. Then follows a brief survey of the economic, social and political conditions out of which the successive literary movements have developed. Space has been made for these introductions, so needful to American students, by the rigid exclusion of author-names and book-titles of second and third importance. Thus the highlight is concentrated upon the limited number of men of letters of whom alone the American students are likely to retain permanent conceptions. The authors have carried out this rigid exclusion without important sacrifice as far as to the 17th century. The period of 1618-1748 is designated without reservation as "Die Zeit der Nachahmung Frankreichs" and is treated scantily in the seven pages 89—95. Following the introductory description of the intellectual condition of the time, Martin Opitz and Grimmelshausen are the only authors of the period to receive individual mention. There is no reference to Andreas Gryphius, and the terms 1st and 2nd Silesian School are dropped. The early 18th century is treated somewhat more fully than the early 17th, but since the opposition between Pietismus and Rationalismus has been adopted as the basis for this period, the sacrifice of Günther and Brockes, of Haller and Hagedorn seems hardly necessary. To compensate partly for this scanty treatment the dramatists of the 19th century receive much more consideration that at the hands of Kluge. The chapter entitled "Das Drama", pages 199—229, covers in summary practically the subject of Witkowski's "Das deutsche Drama des 19. Jahrhunderts" The chapter "Der Roman", 229—241, is far less satisfactory. Here there is almost a relapse into the dreary list of authors with book-titles toward which normal-minded students feel a just antipathy. "Wilhelm Meister", "die Romantische Schule", „das Junge Deutschland" are specified as the chief influences in the general development of the novel of the 19th century. Scott is mentioned once incidentally in comparison with Willibald Alexis, and Dickens similarly in connection with Raabe. The attitude of Gutzkow, Freytag, Immermann, Auerbach, Spielhagen, Fontane toward the political and social problems of their times is not referred to, nor is there in any of these cases more than a suggestion in regard to the content of any of their works. A text book cannot readily be made into a reference book nor is it desirable that it should be so used. The principle adopted elsewhere in the text book should have been followed here, that of entirely omitting mention of an author or of giving some clue as to his personality or his attitude toward the problems of his time.

A beginner is justified in judging the relative importance of authors by the relative attention accorded them in a text book. Jean Paul is characterized in three lines. The attempt is made to do justice to Gottfried Keller in the following words: "Auch die Schweiz hat mehrere gute Romanschriftsteller hervorgebracht. Neben Konrad Ferdinand Meyer ist Gottfried Keller (1819-1890) der hervorragendste. In dem Roman 'Der grüne Heinrich' schildert er die Entwicklung einer Künstlernatur. Das Beste hat er in seinen kleineren Charakternovellen geleistet, z.B. 'das Sinngedicht', 'Die Leute von Seldwyla', 'Das Fähnlein der sieben Aufrechten.'" Other authors are treated with a like superficiality, the total effect of which is to minimize the importance of the novel in the 19th century as well as the importance of the individual authors.

The text book is written without particular bias, but betrays its origin in the special emphasis laid here and there upon woman's problems and upon women authors. This "Tendenz" is sufficiently harmless and any departure from convention serves to make a text book more interesting.

The publication of this book suggests two questions. The first is: Should German be made the sole medium of instruction in the introductory study of German literature? Many advocates of the direct method admit that English may for certain purposes be used in the classroom with advanced classes. Most teachers will agree with the authors of this book that it is most desirable that classroom lecture and discussion of German literature be conducted in German and that a German

text book is for beginners an indispensable aid to this end. Such a text book may like the new work of Drs. Stroebe and Whitney be merely an outline. In such a case it should be supplemented not solely by lectures, but also by more substantial texts. Large assignments in German critical reading cannot be made, however, without encroaching upon a part of the student's time that should be reserved for making the first-hand acquaintance of the masterpieces of German literature. There seems to be no just ground for discouraging the practice of reading criticism in English of German literature. On the contrary frequent reference should be made in the German text book to such an excellent work as Francke's "History of German Literature". With its more detailed descriptions, its larger views and deeper insight it would give vitality and substance to the subject matter.

The second question that presents itself is: Does the new work approach the ideal American text book on German literature, let us say the ideal as defined by Professor Hohlfeld on the 31st Lehrertag at Indianapolis and reported in the "Monatshefte" Jan.-Feb. 1902.

In some respects an advance has been made. The mere history of authors with book titles has been reduced to a minimum. The less important has been suppressed for the benefit of the more important. By far the greater part of the text deals with the period since 1748. The introductory descriptions of the periods, though brief, are clear and limit themselves to the essential. These are the positive features of the work.

The absence of all illustrations is to be regretted. The American student of German literature must rapidly make the acquaintance of a vast number of new personalities and is entitled to the great aid that portraits lend to him.

That which constitutes the chief disappointment in the work, however, is the entire neglect of the specifically American point of view. The work presupposes an American student precisely like the German, but inferior in general information. His own particular stock of information is neglected as the starting point. Interesting parallels between German and English literature are entirely lacking. No reference is made to the influence of German literature upon English and American literature. As far as the influence of English literature upon German literature is concerned, the guiding principle seems to have been to make reference thereto only when inevitable. Shakespeare and Ossian are the only British authors whose names appear with more than one reference on the "Namenregister". Addison, Milton, Pope appear each once; Scott, Dickens, Richardson, Swift, Thomson, Young not at all, though in the text the first three appear once. That a work especially designed for American students should have so notably neglected the relations of English and German literature, should have thus avoided the opportunity to proceed from the known to the unknown, should have thus failed to make the subject matter seem vivid and close at hand, is an occasion for regret and surprise, the more so in view of the high respect in which the study of international relations is now held. The international point of view could have vivified the description of the 17th century, could have made the beginnings of the 18th century, however uninspiring certain of the characters were, appear like a three act drama.

The text book closes with a list of "empfehlenswerte Bücher". "Empfehlenswert" they all are from "Goedeke" to the "Fliegende Blätter". It is not stated to whom these books are recommended. Some are perhaps intended for the student, others for the teacher. A list specifically for the student would have been desirable. In the two and a half pages of bibliography, there are seven English titles. Translations of German works into English are not always mentioned when they exist. The names of Carlyle, Emerson and Matthew Arnold do not occur. There is evidently a conscious attempt to restrict the student to German sources.

While agreeing with the authors that this is the best American work on German literature written in German, we cannot but regret that is has fallen so far short not only of the ideal but also of the attainable. It is a work that will need to be done over again.

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